



TEMPLEFIELDS MULTI-ACADEMY TRUST (TMAT)

REMOTE LEARNING POLICY

POLICY FIRST ADOPTED AND RATIFIED BY THE TRUST	September 2020
POLICY TO BE REVIEWED AS REQUIRED	

Signature:

Date: October 2021

Name:

**Bernadette Miele
CEO**

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Expectations for remote learning may vary depending on circumstances – for example

Tier 1

This relates to individual children who are isolating or in quarantine, whilst the class teacher is still teaching the remainder of the class in school.

Tier 2

This relates to a year group bubble isolating, where class teachers will plan lessons from home for the whole bubble.

Tier 3

This relates to the whole school in lockdown, where teachers and support staff will work from home to provide remote learning for all pupils.

2. Roles and responsibilities

- Teaching staff
- Inclusion Staff
- Support Staff
- Subject Leaders
- School Leadership
- Safeguarding Leads
- IT Staff
- Pupils and Parents
- Governors

2.1 Teachers

Teachers are responsible for ensuring all children continue their learning journey at the appropriate pace at home. Each teacher will set work for their class, monitor who has completed or needs extra assistance with work. When providing whole-class remote learning, teachers will be available between 8.30 and 16.30. If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, s/he should report this using the normal absence procedure. Inclusion staff, such as the SENCo, SEN teachers, Speech and Language Teachers and Teachers of the Deaf, will assist class teachers to ensure the best possible and most appropriate learning is shared with pupils.

When providing remote learning, teachers are responsible for:

a) Setting work

- Teachers will need to set work for any student marked with an X for attendance and the teacher will have 24 hours to set appropriate work (Tier 1).
- The teachers will need to provide adequate online lessons for a full and creative timetable when whole bubbles are learning from home (Tier 2 or 3).
- Whole-Class lessons should include daily English, Maths, phonics (EYFS and KS1), Wellbeing and foundation subject lessons, including physical activity. The order of the lessons should be clear and uploaded in an order linked to a timetable which will be provided.
- Daily Maths, English and phonics will be similar to a tutorial, delivered live (via Zoom or Teams), a pre-recorded video or pre-recorded presentation with voice-over teaching and instructions.
- The work and lessons will need to be uploaded to the Class Page (for activities) on the school website and/or on the school's learning platform by 9 a.m. on the day.
- Teachers who cover PPA will be responsible for covering classes and setting work and delivering lessons following their normal timetable.
- Each school will report how teachers' PPA time will be used and covered.
- Any *catch-up* tuition will continue via online meetings, whilst pupils are at home.

b) Providing feedback on work

- All completed learning should be uploaded onto the school's online platform or emailed to the class email
- The teachers or adults linked to that class will respond
- Pupils must adhere to the given timeframes when uploading their work
- Pupils without internet access will be phoned daily, until the government laptop scheme has provided for them

c) Keeping in touch with pupils who aren't in school and their parents:

- For Tier 1, individual children should keep in touch via the class email or school learning platform. School staff will endeavour to respond within 24 hours.
- For Tiers 2 and 3, pupils should keep in contact with their teacher through the schools learning platform and/or class email. School staff will respond as much as possible during the hours of 08.30 and 16.30.
- Any issues that might arise will be dealt with swiftly by the class teacher - the phase leader should be BCC'd into the communication (Appendix A).
- Any concerns where a child's behaviour or work continues to be unacceptable will result in the teacher contacting the parent and agreeing appropriate sanctions.

d) Attending virtual meetings with staff, parents and pupils:

- Dress code for virtual meetings will be the same as in the staff Code of Conduct.
- Locations – be mindful when you are on virtual meetings that your surroundings are visible. Be aware and avoid areas with background noise; ensure that there is nothing inappropriate in the background.

2.2 Support Staff

Support staff will assist in various ways, including the contacting of families, administration and responding to online learning. Support staff must be available during their contracted hours over the week. Reasonable adjustments can be made to suit the needs of the school, during the Coronavirus pandemic. If a member of staff is unable to work for any reason during this time, for example due to sickness or caring for a dependent, s/he should report this using the normal absence procedure.

When assisting with remote learning, support staff will be responsible for:

a) Supporting pupils who aren't in school with learning remotely: This could be:

- Video or telephone calls
- Responding to and or providing feedback for pupils' uploaded work
- Responding to emails
- Contacting vulnerable pupils
- Supporting Key Worker children in school – this could be supporting small groups to complete work set by teachers

b) Attending virtual meetings with teachers, parents and pupils:

- Dress code for virtual meetings will be the same as in the staff Code of Conduct.
- Locations – be mindful when you are on virtual meetings that your surroundings are visible. Be aware and avoid areas with background noise; ensure that there is nothing inappropriate in the background

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum needs to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – this can be achieved via looking at the learning platforms and/or by regular discussions with class teachers
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Evaluating the effectiveness of remote learning – reviewing work set and feedback given
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

TMAT Safeguarding policy remains unchanged. It is everybody's role to ensure each child is kept safe at all times, including online. The designated leads and their deputies will continue to respond to any concerns in a timely way by maintaining contact, collating and passing on information appropriately. Our duty of care remains unchanged. Please refer to the TMAT Safeguarding and Child Protection Policy (available on each school's website and the TMAT website).

2.6 IT staff

IT staff are responsible for:

- Ensuring Remote Learning can be accessed by all as appropriate
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection leader
- Assisting pupils and parents with accessing the internet or devices

The Data Protection Leader for all three TMAT schools is Mr Worton-Geer (Deputy Headteacher at Fawbert and Barnard's)

2.7 Pupils and parents

Staff can expect **pupils** who are learning remotely to:

- Be contactable during the school day: 9.00 – 15.00
- Seek help if they need it, from teachers or support staff
- Record work as directed by the teacher or support staff
- Complete work to the deadline set by teachers
- Alert teachers if they are unable to complete work
- Dress appropriately on any live video calls

Staff can expect **parents** with children who are learning remotely to:

- Make the school aware if their child is sick or otherwise unable to complete work
- Seek help from the school if they need it via class emails
- Be respectful when making any concerns or complaints known to staff
- Supervise students learning where appropriate
- Ensure work is uploaded so teachers can provide feedback.

2.8 Local Governing Body

Local governors are responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Personal Data

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members should use the online school Management and/or Safeguarding online system using secure passwords. School laptops, iPads and Macbooks are the preferred devices to be used when accessing any personal information.

4.2 Processing personal data

- Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.
- If using personal phones to contact parents, numbers should be hidden. The call history is to be deleted upon completion of the call.
- All data in emails and messages will be deleted after completion of task.
- Staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a short period of time
- Not sharing the device among family or friends
- Ensuring that devices are stored somewhere safely whilst off site
- Keeping operating systems, antivirus and anti-spyware software up to date – always install the latest updates

The school will decide on a case-by-case basis whether devices will be loaned or an alternative organised. The Data Protection Leader for all three TMAAT schools is Mr Worton-Geer (Deputy Headteacher at Fawbert and Barnard's)

4. Who to contact

If staff feel unsure about anything or have any questions about remote learning, they should contact the staff mentioned below in Appendix A. Colleagues and school leaders will continue to support as best they can before, during and after any periods of lockdown.

5. Monitoring arrangements

This policy will be reviewed as and when updates about home learning are provided by the government or annually. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy is linked to our:

- ❖ Teaching and Learning Policy
- ❖ Inclusion Policy
- ❖ Behaviour and Discipline policy
- ❖ TMAAT Safeguarding and Child Protection policy
- ❖ COVID-19 Addendum to the Child Protection Policy
- ❖ Online Safety Policy
- ❖ Data protection policy and privacy notices
- ❖ Home-school agreement
- ❖ Staff Code of Conduct
- ❖ Acceptable use policy
- ❖ Marking addendum policy

Appendix A

Questions relating to..↓	Fawbert and Barnard's	Harlowbury	Tany's Dell
Setting Work	Relevant subject lead/SENCo/phase leader	Class Teachers	Key Stage or Subject Leader as appropriate
SEND	Ms Smith	Mel Dyer	Inclusion Manager / ToDs
Behaviour	Senior Leadership Team	Senior Leadership Team	Deputy / Assistant Headteachers
IT	Mr Mortimer and/or Mr Worton-Geer	Mel Dyer	Computing Lead / PCLC Helpdesk
Own Workload	Line manager/phase leader	Line manager/phase leader	Line Manager, Key Stage Leader or Assistant Head
Data Protection	Mr Worton-Geer	Mr Worton-Geer	Headteacher / TMat GDPR Leader
Safeguarding	Designated or Deputy Designated Lead	Designated or Deputy Designated Lead	Designated or Deputy Designated Leads by phone or CPOMS
Other	Contact who you normally would when not in Lockdown	Contact who you normally would when not in Lockdown	Contact who you normally would when not in lockdown